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## Educational Policies Committee Program Proposal, College of Humanities and Social Sciences, January 11, 2019

Utah State University

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11 January 2019

### **ITEM FOR ACTION**

Utah State University's Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes offering a Baccalaureate Degree in Chinese in the manner described below.

### **EXECUTIVE SUMMARY**

The Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes offering a Baccalaureate Degree in Chinese.

### **RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Baccalaureate Degree in Chinese in the College of Humanities and Social Sciences' Department of Languages, Philosophy and Communication Studies.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes offering a Baccalaureate Degree in Chinese, and

WHEREAS, The proposed Bachelor of Arts in Chinese will provide students with language and cultural skills to better prepared them for career options and opportunities in the workplace, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer a Baccalaureate Degree in Chinese in the College of Humanities and Social Sciences' Department of Languages, Philosophy and Communication Studies and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

\_\_\_\_\_  
DATE:

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Utah State University

**Proposed Program Title:** Chinese

**Sponsoring School, College, or Division:** Humanities and Social Sciences

**Sponsoring Academic Department(s) or Unit(s):** Languages, Philosophy & Communication Studies

**Classification of Instructional Program Code<sup>1</sup> :** 16.0301

**Min/Max Credit Hours Required of Full Program:** 120 /

**Proposed Beginning Term<sup>2</sup>:** Fall 2019

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input checked="" type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Profess. School

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Utah System of Higher Education  
Program Description - Full Template**

**Section I: The Request**

Utah State University requests approval to offer the following Baccalaureate degree(s): Chinese effective Fall 2019.  
This program was approved by the institutional Board of Trustees on .

**Section II: Program Proposal**

**Program Description**

*Present a complete, formal program description.*

The Bachelor of Arts (B.A.) degree in Chinese will prepare students with the knowledge, motivation and skills necessary to develop a high degree of linguistic competence in the Chinese language as well as to provide the historical, artistic and cultural background needed to understand and interact successfully with Chinese speakers. Students will come to understand various cultural nuances important in Chinese speaking societies as expressed in literature, business, and media outlets.

The language courses emphasize speaking, listening, reading, and writing skills that would be essential for interacting with native Chinese speakers from a variety of countries. It is recognized that there are multiple varieties of Chinese. The focus in this major will be on Mandarin Chinese, which has more speakers than any other language in the world. The courses on literature, culture, film, and theater provide students opportunities to apply and advance their comprehensive language skills through in-depth reading of authentic materials and critical interpretation of traditions in Sinophone cultures and communities, as well as to assess the impact of such trends in and beyond the Chinese-speaking communities across the world. Students will learn about both general and specific cultural differences between Mainland China, Taiwan, Hong Kong, the United States, and other Sinophone areas, including diversities in values, workplace behavior, and relationship development. In the linguistic courses, students will study the nature of language itself, and have an opportunity to explore various features of the Chinese language. Students will also be able to understand social issues that impact language use and develop translation skills.

This program is designed to help students in multiple ways. First, as suggested earlier, it will increase the students' options and opportunities in the job market. Individuals with strong second language skills have more opportunities for placement and advancement in a wide variety of careers. Second, as students learn not only another language, but come to understand other ways of living and organizing, their ability to succeed as a responsible member of the global community improves. Third, the skills associated with second language acquisition, translation, literary analysis, artistic articulations, cultural criticism, and diverse perceptions of the world will help students solve every-day, real-world problems, and think through complex issues and communicate clearly.

*Minimum Departmental  
Requirements Total Credits and  
Minimum Departmental Requirements*

The Chinese Major requires 34 upper-division credit hours.

### *Chinese Major Requirements*

- A. Required Courses: (7 credit hours minimum)  
CHIN 3010 Chinese Third Year I  
And either  
CHIN 3050 Chinese Conversation (this bridge course is only available to, and required for, students who have not had at least one-year of extensive experience in a Chinese-speaking environment).  
or  
LING 3200 Introduction to Linguistics  
or  
LING 4100 Study of Language
- B. Elective Courses (27 credits minimum)  
CHIN 3020 Chinese Third Year II  
CHIN 3060 Chinese Grammar and Composition (pending approval)  
CHIN 3080 Chinese Outreach Practicum  
CHIN 3090 Introduction to Modern Chinese Literature and Film  
CHIN 3100 Readings in Contemporary Chinese Culture (DHA)  
CHIN 3118 Chinese Popular Culture  
CHIN 3510 Chinese Business Language  
CHIN 3540 Translating Into and From Chinese (CI)  
CHIN 3800 Chinese III Study Abroad  
CHIN 3880 Individual Readings in Chinese  
CHIN 4090 Masterworks in Classical Chinese Fiction (pending approval)  
CHIN 4100 Teaching Chinese as a Foreign Language  
CHIN 4210 Chinese/ Sinophone Theatre and Performance  
CHIN 4300 Introduction to Classical Chinese (pending approval)  
CHIN 4800 Chinese IV Study Abroad  
CHIN 4920 Chinese Language Tutoring  
LANG 3570: Narrative Ethics in Asian Literature and Film  
(Or one of the following two classes)  
CMST 3330 Intercultural Communication  
LING 3100 Language in Context

Credits obtained in lower-division Chinese courses cannot be applied toward the major.

Grade Point Average to Declare a Major: 2.5 Career GPA.

Grade Point Average required to Graduate with Major: 2.5 GPA within courses for the major.

Courses for the Chinese Major require minimum grades of C- or better. Courses for the Chinese Major may not be taken on a *Pass/Fail* Basis.

### **Consistency with Institutional Mission**

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policyr312](http://higheredutah.org/policies/policyr312)) or, for "out of mission" program requests, the rationale for the request.*

In keeping with Utah State's mission statement the proposed major in Chinese will foster diversity of thought and culture by encouraging student learning, discovery and engagement with distinct communities worldwide. There are currently fifty-five Chinese language dual immersion schools in the state of Utah (K-12), so the connection to Utah State is a natural one.

Proficiency in languages tied to large economic bases, and language knowledge such as Chinese, is crucial for the Utah labor

market and, therefore, is consistent with Utah State's land-grant role of serving those within Utah by enhancing their quality of life through their ability to function effectively in the marketplace. Additionally, this major will further contribute to the University's public goal of stimulating knowledge of national and international affairs, and thus aligns clearly with its internationalization efforts. The major will also complement many programs already existing at Utah State, such as Asian Studies, Global Communication, International Studies, and International Business. Many of the students majoring in other languages are double majoring with a variety of programs throughout the university. This increased language and cultural training gives the state's students a distinct advantage in the workplace.

### **Section III: Needs Assessment**

#### **Program Rationale**

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

This major proposal is responding to student requests, changes in the labor market, and faculty analysis of current trends. This major will prepare students with the knowledge, motivation, and skills necessary to thrive while engaging in work in intercultural contexts. Students in this program will study the Chinese language, as well as the culture and societies of Chinese speaking peoples. With over one billion speakers world-wide, Chinese is clearly a vital language in the world economy. The creation of a major in this area will be beneficial for student's here at USU and for Utah.

Cache Valley has an unusually high number of Chinese speakers in it and also has a dual language program in Chinese at the elementary school level. This is an important language for business and social interactions both world-wide and locally. Having a major that capitalizes on and helps strengthen these connections is very valuable. It is expected that the major in Chinese will also provide an opportunity for greater knowledge and expertise in Chinese language and culture for the students Utah State University serves.

The degree will also help students develop life-long skills such as problem solving, critical thinking, communicating with those from culturally diverse backgrounds, interpretation and translation skills, the ability to empathize and be sensitive to different perspectives, and an understanding for how communities fit into the larger world scene. The courses provide a distinctive element to the baccalaureate education at USU, and encourage a commitment to making a difference in the world.

#### **Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

As technological advances bring the world's peoples closer together, the ability to communicate effectively across cultures and languages is becoming increasingly valuable. Chinese is the most commonly spoken language in the world and mainland China has the second largest GDP in the world. Chinese is one of nine strategic languages identified in the language flagship program sponsored by the National Security Education Program (NSEP) at the U.S. Department of Defense. Clearly jobs associated with China are growing and students with Chinese language skills have many doors

open to them.

Students with strong language skills and cultural knowledge are in high demand across a variety of workplaces, including education, business, marketing, government agencies, tourism, health professions, engineering, and many more. In this age of multinational corporations, enterprises and companies are looking for sales managers, executives, marketing specialists, personnel managers, accountants, and finance managers who speak a second language. Graduates in many fields that speak a second language have greater opportunities for placement and advancement. Students who wish to work for travel industries, technology and international trade companies, health professions, education services, or various governmental agencies often find that the knowledge of a second language gives them a competitive advantage or is an essential qualification for the job.

### **Student Demand**

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Utah State has many students involved with the Chinese language, either through the Asian Studies program, the Chinese minor, or the Chinese teaching minor. A survey taken in the summer of 2018 of USU students who were minoring in Chinese showed that 76% were interested in becoming a major if such a program were created. All of the students responding were supportive of the creation of a major, but 24% felt that they would not have the time to either do a double major or switch to the Chinese major. This is a high percentage of students who are interested in doing more with the Chinese language than what they are currently able to do. Not all students that expressed interest will immediately be able to add this to their program of study, but many will and the program will grow as the news of the new major spreads.

### **Similar Programs**

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

Only one other institution (The University of Utah) in USHE offers a major in Chinese. Utah Valley University has minors in Chinese Commerce, Chinese Language, and Chinese Studies. Weber State University offers an associate degree of Chinese. Snow College and Dixie State University irregularly have beginner-level Chinese language classes, but no specific programs of Chinese have been set up. Given that the demanding of Chinese knowledge is increasing and only one college in Utah offers a major in Chinese, this major will provide students with an important additional opportunity to achieve a high level of linguistic competence in Chinese. This major will also cultivate students' advanced knowledge of the cultural and literary traditions of China, Taiwan, and other Sinophone communities.

### **Collaboration with and Impact on Other USHE Institutions**

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higherutah.org/policies/policyr315/](http://higherutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*



The program will not be delivered outside of the designated service area. Since there are no other Chinese major programs available nearby (within 80 miles), it will not be in competition with or impact any other programs. The department heads for each of the language programs in the state have been contacted by the Utah State department head about the work on this new program. To date, there have only been supportive responses to the news about this potential new program. For example, the Chair of the Department of World Languages at the University of Utah, Dr. Toscano, wrote, "I agree that we need more Chinese programs at our colleges and universities in Utah, especially with the thriving Chinese Dual Immersion classrooms in our public schools. So yes, I will support your proposal." Other department chairs have also been very supportive. Some possible collaborations with other institutions as the program becomes more established include co-hosting undergraduate research symposiums, academic conferences, Chinese film festivals etc. The new major will enrich the exchange of Chinese research and teaching in Utah.

### **External Review and Accreditation**

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

The program will not seek a special professional accreditation. The major was designed by the full-time Chinese language faculty at Utah State University using existing language majors as a model.

## **Section IV: Program Details**

### **Graduation Standards and Number of Credits**

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

A minimum of 34 "upper-division" credits will be required for graduation. This number is similar to the 33 upper-division credits required for the French, German and Portuguese language majors at Utah State. A student who begins with a background in Chinese would need to complete 20 lower division credits before they would be able to enroll in upper-division Chinese courses. Similar to the other language programs a 2.5 GPA within the major courses would be required to graduate and at least fifty percent of the major credits must be completed at USU. Courses for Chinese majors require a C- grade or better to be counted toward graduation. In addition, courses taken for the Chinese major may not be taken on a Pass/Fail basis.

### **Admission Requirements**

*List admission requirements specific to the proposed program.*

1. New freshmen admitted to USU in good standing qualify for admission to this major.
2. Transfer students from other institutions need a 2.5 total GPA for admission to this major.
3. Students transferring from other USU majors need a total GPA of 2.5 for admission to this major.

## Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The university is well suited to support this degree. The courses required to make this major work are either all existing courses or courses that are in the process of receiving approval. The existing Chinese minor is very popular (roughly 45 returning students this coming fall, 2018). The Department of Languages, Philosophy and Communication Studies currently offers nine different majors and fifteen minors and has the structure in place to easily allow for an additional major. Students will be able to receive the instruction and advising they need with the system that is already in place.

### Faculty

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

No additional faculty members are required for this major. The number of core faculty who will provide fulltime support for this major is three. All three faculty members have doctoral degrees. Two are Associate Professors, Ko-Yin Sung and Li Guo, and one is an Assistant Professor, Jasmine Yu-Hsing Chen. These full-time faculty members have outstanding diversity and multi-disciplinary backgrounds in research and teaching. With sound faculty capacity, the program can offer students an extensive range of courses in language, literature, culture and civilization studies, as well as some courses covering intersecting fields of Asian studies and Global Communication studies. In addition, we have routinely had one or two graduate instructors associated with the department's Master of Second Language Teaching program who teach lower-division Chinese language classes.

Specifically, full-time faculty members' expertise will support the enrichment and long-term development of course structure, and include nuanced and theme-based courses to meet students' increasingly varied demands. Faculty specialties allow offering of courses on language skills at all levels, as well as content-based, upper-level courses covering pre-modern, modern, and contemporary periods of Sinophone communities across cultural, socio-historical, and geographical boundaries.

Also, the department has four faculty members who teach in linguistics and culture, and can provide support for related requirements. All four faculty have doctoral degrees.

## **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

The Department of Languages, Philosophy and Communication Studies currently has five staff members. Four of these are full-time and one is three quarter time. The need for additional staff to support this program is not anticipated.

## **Student Advisement**

*Describe how students in the proposed program will be advised.*

The Department of Languages, Philosophy and Communication Studies currently has a full-time advisor who works with the language majors. The advisor also provides guidance on program requirements to those in the Chinese major. In addition, each of the majors are assigned a faculty member as an advisor to provide more program specific information and mentoring. The three faculty members who specialize in Chinese will be assigned students to work with just as the faculty teaching in the French, German, Portuguese, and Spanish programs are. This process has worked very smoothly.

## **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

Utah State University's Merrill-Cazier library offers excellent resources that supports faculty research and the teaching of Chinese classes in the existing minor. The library recently offered an Open Educational Resources (OER) grant to help renovate a Chinese translation class. Students and faculty will continue to use these same resources. In future, funding could be sought to encourage collaboration with the library in the following aspects: 1) utilizing Digital Commons to promote faculty members' research impact and presence at regional, national and international levels; 2) expanding current digital databases related to Sinophone studies to support faculty members' teaching and research endeavors, especially some essential Chinese/Taiwanese databases such as CNKI, Airiti Library, and Udndata; 3) collaborating with library specialists and IT experts in promoting digital humanities research in Sinophone studies and Asian studies in general; 4) considering the robust growth of the Chinese language program, Japanese language program and Asian studies program, there will be increasing demands for a part-time or full-time library specialist who can serve as a designated expert in East Asian studies, and take charge of book ordering, journal subscription, and offer library assistance for faculty and students who work in related fields.

## **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## **Section VI: Program Evaluation**

### **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

Chinese will use a program assessment plan that the department uses for the other language majors in the department, French, German, Portuguese, and Spanish. The basic program assessment plan is as follows:

The framework used for the learning objectives reflects the American Council on the Teaching of Foreign Languages (ACTFL) Standards of Foreign Language Learning, the 5 C's (Communication, Cultures, Connections, Comparisons, and Communities). As such, many of the rubrics used for assessment in the various language programs adhere to nationally recognized standards. Following are the learning objectives along with information about how each one is assessed.

1. Students are proficient in speaking, listening, reading, and writing in their language of study.

Source of data to assess learning objective one: Student work from the following courses: CHIN 3010, 3020, 3060, 3100, 3510, 3540, and 4300.

Rubrics to be used for assessment: Please see supplements A, B, and C in this document. Each of these rubrics are based, in part, on the American Council on the Teaching of Foreign Language (ACTFL) standards for reading, writing, listening, and speaking as well as on other standards for literary/cultural interpretation.

Frequency of assessment and reporting of data: Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., at least two courses per language, per year). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. The department will also receive feedback from recent graduates through a survey sent out each summer designed to assess their perception of how the program is doing with this objective (see supplement D).

2. Students will be able to interpret a variety of cultural products (texts, films, music, art, theater, performance, photography, etc.).

Source of data to assess learning objective two: Student work from the following courses: CHIN 3090, 3100, 3118, 3540, 4090, 4210, 4300 and Lang 3570.

Rubric to be used for assessment: Please see supplement A which is based, in part, the ACTFL standards for reading and writing as well as on other standards for literary/cultural interpretation.

Frequency of assessment and reporting of data: Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., fall and/ or spring semesters). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. The department will also receive feedback from recent graduates through a survey sent out each summer designed to assess their perception of how the

program is doing with this objective (see supplement D).

3. To expose students to methods of inquiry and research appropriate to the humanities.

Source of data to assess learning objective: Student work from the following courses: CHIN 3090, 3118, 3540, 4090, 4100, 4300 and LANG 3570.

Rubric to be used for assessment three: Please see supplement A which is based, in part, the ACTFL standards for reading and writing as well as on other standards for literary/cultural interpretation.

Frequency of assessment and reporting of data: Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., fall and/ or spring semesters). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. Feedback will be received from recent graduates through a survey sent out each summer designed to assess their perception of how the program is doing with this objective (see supplement D).

4. To prepare students for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/secondary language instruction, as well as graduate or other professional studies.

Source of data to assess learning objective four: The department will be surveying recent graduates using the survey found in supplement D.

Frequency of assessment and reporting of data: Data for this learning objective is collected each summer from language majors who have graduated in the last year. The LPCS department reports/uploads its assessment for this learning objective by the end of the spring semester. Individual and averaged aggregate scores for this learning objective are uploaded to the languages assessment page on the LPCS website at this time as well. Faculty members in each language section meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed.

## **Supplement A**

### **Rubric for**

**Learning Objective 1 (i.e., reading and writing abilities)**

**Learning Objective 2 (interpreting cultural products)**

**Learning Objective 3 (methods of inquiry/research in the Humanities)**

**Preliminary Note:** The following rubric is based, in part, on ACTFL standards for reading and writing, as well as on other standards for literary/cultural interpretation and research in the field. Each student's work is assessed with regards to Objectives 1, 2, and 3 on a point scale of 1 to 4 (with 4 being the highest). While the highest possible score of 12

would indeed be achievable by the very best students, the goal for the majors in general is a cumulative score of at least 9 in each of the categories expressed in the rubrics (i.e., linguistic accuracy and comprehensibility, interpreting literary and cultural texts, and research methods in the Humanities). A score of 9 represents an acceptable level of competence in these areas and demonstrates the benchmark for success in the achievement of the learning objectives as a whole. **Linguistic accuracy and comprehensibility**

**(Learning Objective 1, writing)**

(4) Writer uses language correctly, and *precisely* including grammar taught in that course, spelling, word order, and punctuation. Uses complex sentence structures, conjunctions, etc. Uses all appropriate formal, academic, or professional style. Reader can always understand what the writer is trying to communicate. Communicates ideas effectively; includes elements of persuasion or interpretation, etc.

(3) Writer uses most of the language correctly, including grammar, attempts but does not use complex sentence structures or more difficult grammar accurately. Uses some formal, academic, or professional style, some idiomatic or slang terms. Reader can understand most of what the writer is trying to communicate.

(2) Writer has some problems with basic grammar usage or is inconsistent. Frequently uses slang terms or lacks formal, academic, or professional style. Reader can understand less than half of what the writer is trying to communicate.

(1) Writer makes a significant number of basic errors in language usage, such as basic conjugations, present tense, agreements, etc. Lacks appropriate formal, academic, or professional style. Reader can understand little of what the writer is trying to communicate. **Interpreting literary and cultural texts**

**(Learning Objective 2, and Learning Objective 1, reading)**

(4) Writer shows understanding of provided text. Uses all of the interpretive tools and critical language taught in class applied to the given text (for example, discusses theme, context, images, stylistic elements, cultural references, etc. of a literary text according to assignment). Able to synthesize material and move beyond basic comprehension or summary. Shows cultural understanding and knowledge; able to make cultural comparisons.

(3) Writer fulfills all requirements of the assignment. Uses some of the interpretive tools taught in the class (for example some understanding of context, style, form, content, etc.). Limited ability to move beyond basic comprehension and summary. Some effective or original synthesis of material. Shows some detailed knowledge of the other culture.

(2) Writer fulfills requirements of the assignment. Unable to use interpretive tools or critical language applied to the text. Demonstrates understanding of text, but cannot move beyond summary. Makes some limited cultural references with limited understanding.

(1) Writer fulfills few requirements of the assignment. Does not demonstrate understanding of the given text. No synthesis of material at all. Makes no cultural references; does not show cultural understanding. **Research methods of the**



## **Humanities**

### **(Learning Objective 3)**

(4) Writer uses appropriate secondary research sources to support their central thesis and ideas. Sources include academic articles, books, and essays. Writer cites sources correctly (using MLA style) and appropriately incorporates research findings into essay. Use of bibliography shows a sophisticated knowledge of the field of inquiry.

(3) Writer uses some secondary research sources to support their thesis and ideas. Use of sources, citing abilities, knowledge of MLA style, and/or bibliography may be limited or lacking. Research skills are sufficient and show some detailed knowledge of the field of inquiry.

(2) Writer uses few secondary research sources to support their thesis and ideas. Some sources may be non-academic. Use of sources, citing abilities, knowledge of MLA style, and/or bibliography are insufficient. Research paper shows only a limited knowledge of the field of inquiry.

(1) Writer uses no appropriate secondary research sources. Lack of research shows little to no knowledge of field of inquiry.

## **Supplement B**

**A note about listening tasks used at USU:** Assessing second language listening ability in the language programs may be done via a number of different tasks; some of which will combine the assessment of listening alongside speaking (e.g., via an interactive presentation whereby the student not only talks about a project, but also answers various questions/comments from the instructor and/or fellow students). In many instances, however, listening may be assessed via tasks that isolate/assess a student's listening ability. Language majors in the program should attain, at minimum, listening proficiency at the *Advanced Mid*-level but may range through the *Superior* level on the American Council on the Teaching of Foreign Language (ACTFL) Guidelines for Listening (2012). The following rubric reflects the various levels/range of listening proficiency to be assessed.

### **Sample rubric to be used to assess listening**

#### **Holistic Evaluation**

Levels of Listening

Proficiency Superior

(4 pts)

\*able to understand speech in a standard dialect on a wide range of familiar and less familiar topics.

\*understands speech that typically uses precise, specialized vocabulary and complex grammatical structures.

\*comprehension is no longer limited to the listener's familiarity with subject matter, but

also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture.

Advanced High (3 pts) \*able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports.

\*are able to comprehend the facts presented in oral discourse and are often able to recognize speaker intended inferences.

\*able to derive some meaning from oral texts that deal with unfamiliar topics or situations.

Advanced - Mid 2 pts.

\*able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events.

\*understands the main facts and many supporting details.

\*comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced - Low 1 pt.

\*listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.

\*understands the main facts and some supporting details.

\*comprehension may often derive primarily from situational and subject-matter knowledge.

[Advanced Low]

Note: Guidelines/parameters used to determine whether or not a language program is effectively addressing listening (part of learning objective #1) are as follows:

\*The listening objective is exceeded when the average score for the assessed students in a language program falls in the range of 3.0 to 4.0 points.

\*The listening objective is met when the average score for the assessed students in a language program falls in the range of 2.0 to 2.9 points.

\* The listening objective is not met when the average score for the assessed students in a language program falls in the range of 0 to 1.9 points.

### Supplement C

**A note about the speaking task used at USU:** The primary oral evaluation task in many of the classes in the language program is an in-class oral presentation. Language



majors in the program should attain, at minimum, an oral proficiency at the Advanced level based on the American Council on the Teaching of Foreign Language (ACTFL) Guidelines for Speaking (2012). The following describes what successful language majors should be able to do at the Advanced level:

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

### **Sample rubric to be used to assess speaking**

#### **Holistic Evaluation - Levels of Oral Proficiency**

[Advanced High] 4 pts. \*able to explain in detail and narrate fully and accurately in all time frames.

\*may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear.

\*demonstrates a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration.

[Advanced Mid] 3 pts. \*able to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect.

\*can participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

\*can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task and their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.

[Advanced Low] 2 pts. \* demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect.

\*able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities.

\*speech is typically marked by a certain grammatical roughness (e.g., inconsistent

control of verb endings); vocabulary often lacks specificity.

[Intermediate High] 1pt. \* can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.

\* able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

\* when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Note: Guidelines/parameters used to determine whether or not a language program is effectively addressing speaking (part of learning objective #1) are as follows:

\*The speaking objective is exceeded when the average score for the assessed students in a language program falls in the range of 3.0 to 4.0 points.

\*The speaking objective is met when the average score for the assessed students in a language program falls in the range of 2.0 to 2.9 points.

\* The speaking objective is not met when the average score for the assessed students in a language program falls in the range of 0 to 1.9 points.

**Supplement D**  
**QUESTIONNAIRE FOR STUDENTS WHO**  
**GRADUATED WITH A CHINESE MAJOR**

Department of Languages, Philosophy, & Communication Studies  
Utah State University

1. Name

2. Please list any minors and/or double majors?

3. Please evaluate your languages classes regarding each of the following learning objectives:

Objective 1:

Students will be proficient in speaking, listening, reading, and writing in their language of study.

With respect to this objective my classes were effective:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Objective 2:

Students will be able to interpret a variety of cultural products (texts, films, music, art,

photography, etc.).

With respect to this objective my classes were effective:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Objective 3:

Students will be exposed to methods of inquiry and research appropriate to the humanities.

With respect to this objective my classes were effective:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Objective 4:

To prepare students for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/secondary language instruction, as well as graduate or other professional studies.

With respect to this objective my classes were effective:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

4. The department would like to stay in touch with you. What are your post-graduation plans? Please include information concerning a job, graduate school, or professional school.

5. Please provide post-graduation contact information, if possible. This information will be confidential.

a. E-mail address:

b. Postal address:

c. Phone number:

The department is very interested in your feedback. Please include any general comments you would like to make about your experiences in the Spanish program and the Department of Languages, Philosophy, and Communication Studies (areas of strength or areas for improvement).

### **Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

The assessment plan discussed in the previous section is designed to promote the following skills and knowledge:

1. Students are proficient in speaking, listening, reading, and writing in their language of study.
2. Students will be able to interpret a variety of cultural products (texts, films, music, art, photography, etc.).
3. Students will be familiar with methods of inquiry and research appropriate to the humanities.
4. Students will be prepared for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/ secondary language instruction, as well as graduate or other professional studies.

Each academic year the faculty focused on the Chinese major will meet together to review the performance of the students in the major based on the collected assessment material described in the previous section. Individuals meeting these objectives will be well prepared for either immediate employment or graduate study. When students do not meet the planned objectives the faculty will meet with the student and devise a plan to help him or her get back on track.

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					38
Required Courses					
+	-	CHIN 3010		Chinese Third Year I	4
+	-	And Either			
+	-	CHIN 3000		Chinese Conversation (Only available for students with less than a $\pm$ )	3
+	-	Or			
+	-	LING 3200		Introduction to Linguistics	3
+	-	Or			
+	-	LING 4100		Study of Language	3
+	-				
+	-				
+	-				
Required Course Credit Hour Sub-Total					7
Elective Courses					
+	-	CHIN 3020		Chinese Third Year II	4
+	-	CHIN 3060	×	Chinese Grammar and Composition	3
+	-	CHIN 3080		Chinese Outreach Practicum	3
+	-	CHIN 3090		Introduction to Modern Chinese Literature and Film	3
+	-	CHIN 3100		Readings in Contemporary Chinese Culture	3
+	-	CHIN 3118		Chinese/Sinophone Popular Culture	3
+	-	CHIN 3510		Chinese Business Language	3
+	-	CHIN 3540		Translating Into and From Chinese	3
+	-	CHIN 3800		Chinese III Study Abroad	3
+	-	CHIN 3880		Individual Readings in Chinese	1
+	-	CHIN 4090	×	Masterworks in Classical Chinese Fiction	3
+	-	CHIN 4100		Teaching Chinese as a Foreign Language	3
+	-	CHIN 4210	×	Chinese/Sinophone Theatre and Performance	3
+	-	CHIN 4300	×	Introduction to Classical Chinese	3
+	-	CHIN 4800		Chinese IV Study Abroad	3
+	-	CHIN 4920		Chinese Language Tutoring	1
+	-	LANG 3570		Narrative Ethics in Asian Literature and Film	3
+	-			Minimum Number of Elective Credits Required	27
+	-			Minimum Number of Upper-Division Credits in the Major Required $\pm$	

		Course Number	NEW Course	Course Title	Credit Hours
Choose      of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose      of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					75
Core Curriculum Credit Hour Sub-Total					120

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

The only variable credit courses are the independent readings course and study abroad courses. The specific requirements for these courses are worked out with the faculty member supervising the course in question.

The requirements discussed earlier in the program overview and in this appendix focus on upper-division classes because though are the specific requirements for the major. However, Utah State does offer beginning and intermediate level courses, such as CHIN 1010, 1020, 2010, and 2020. Lower-division study abroad courses, CHIN 1800 and 2800, are also offered.

Note: The catalog description for this new degree will note that degree will prepare students with the knowledge, motivation, and skills necessary to develop a high degree of linguistic competence in Mandarin Chinese, as well as provide students with the historical, artistic and cultural background needed to understand and interact successfully with Chinese speakers.

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CHIN 1010	5	CHIN 1020	5
CL 1	3	CL2	3
QL trac	4	QL	4
BAI	3	BCA	3
PE	1		
<b>Total</b>	16	<b>Total</b>	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CHIN 2010	5	CHIN 2020	5
BHU	3	BPS	3
BLS	3	Exploration or LING 2100	3
BSS	3	Minor of Elective	3
Minor or Elective (CI)	3	Minor or Elective	3
<b>Total</b>	17	<b>Total</b>	17
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
CHIN 3010	4	CHIN 3020	4
CHIN 3060	3	CHIN 3090	3
Minor of Elective	3	CHIN 3100	3
DSC	3	DSS	3
LING 3200 or 4100	3	Minor or Elective	3
<b>Total</b>	16	<b>Total</b>	16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
CHIN 3510	3	CHIN 4090	3
CHIN 3540 (CI)	3	CHIN 4210	3
CHIN 4100	3	CHIN 4300	3
QI	3	LANG 3570	3
Minor of Elective	3	Minor of Elective	3
<b>Total</b>	15	<b>Total</b>	15

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	25	11	4	
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	1		8	
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants			10	
Staff: Full Time			4	
Staff: Part Time			1	

### Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Ko-Yin	Sung	T	Ph.D.	University of Texas at San Antonio	100	
	Li	Guo	T	Ph.D.	University of Iowa	90	
	Yu-Hsing	Chen	TT	Ph.D	University of Wisconsin-Madison	100	
	Abdulkafi	Albirini	T	Ph.D.	University of Illinois at Urbana-Champaign	10	
Part Time Faculty							

### Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants			0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		



## Appendix D: Projected Program Participation and Finance

### Part I.

*Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.*

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	482	494	502	508	514	520
# of Majors in Proposed Program(s)	////	12	20	26	33	38
# of Graduates from Department	108	108	108	116	120	126
# Graduates in New Program(s)	////	0	0	8	12	14
<b>Department Financial Data</b>						
	Department Budget					
		Year 1	Year 2	Year 3		
	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$4,472,913	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$181,756	\$0	\$0	\$0		
Other:		\$0	\$0	\$0		
<b>TOTAL PROGRAM EXPENSES</b>	////	\$0	\$0	\$0		
<b>TOTAL EXPENSES</b>	\$4,654,669	\$4,654,669	\$4,654,669	\$4,654,669		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$4,654,669	\$0	\$0	\$0		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$0	\$0	\$0		
<b>TOTAL DEPARTMENT FUNDING</b>	\$4,654,669	\$4,654,669	\$4,654,669	\$4,654,669		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

This program does not require any new funding. The faculty and staffing for it are already in place.

**Part III: Describe funding sources**

**Revenue Narrative 1**

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

N/A

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

N/A